

Pupil premium strategy statement (primary)

1. Summary information					
School	St Barnabas CE VC Primary School				
Academic Year	16-17	Total PP budget	£167,640	Date of most recent PP Review	n/a
Total number of pupils	212 (Jan16)	Number of pupils eligible for PP	135	Date for next internal review of this strategy	Feb 17

2. Current attainment							
Year Group	% Pupils eligible for PP	Writing		Reading		Maths	
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Year 1	56%	62%		100%		92%	
Year 2	74%	75%	65%	88%	74%	88%	73%
Year 3	62%	47%		71%		71%	
Year 4	74%	75%		75%		80%	
Year 5	53%	52%		67%		67%	
Year 6 (TA)	67%	70%	74%	77%		67%	
Year 6 (SATs)				47%	66%	53%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	On entry to school PP pupils are often not school ready and need significant speech and language intervention to access the EYFS curriculum
B.	The limited life experiences of PP pupils impacts on their range of vocabulary and understanding which is a barrier to attainment in reading
C.	A number of PP pupils also have SEND, mental health and attachment needs which often impacts on academic progress
D.	Speech, language, vocabulary and comprehension skills in Years 3, 4 and 6 are lower for boys who are eligible for PP than for other pupils.

E.	60% of PP children have EAL – depending on their level of fluency this can have a significant impact on their attainment, particularly in reading and writing	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Low attendance rates occurs for individuals due to families returning to their country of origin for extended periods during term time.	
G.	Many (not all) of our Pupil Premium Pupils come with limited experiences outside of school. Accessibility to rich extra-curricular experiences is restricted because of deprivation	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	At least 65% achieve at a Good Level of Development
B.	To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment and improving reading related attitudes and behaviours, focusing on diminishing the differences in Y4 and Y6.	At least 65% of pupils reach ARE by the end of the year. 100% of pupils make at least expected progress.
C.	To reduce class size and support learning in mathematics and English in Year 6 in order to accelerate progress and raise attainment for pupils eligible for pupil premium.	At least 65% of pupils reach ARE by the end of the year. 100% of pupils make at least expected progress.
D.	To improve achievement in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics attainment and improving related attitudes and behaviours.	At least 65% of pupils reach ARE by the end of the year. 100% of pupils make at least expected progress.
E.	To ensure good support for vulnerable pupils eligible for pupil premium including those at risk of exclusion or poor attendance.	Outstanding pastoral support is in place targeting the most vulnerable pupils and their families.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	LSA to support in reception class to enable facilitation of individual interventions by teacher and Early Years Practitioner, such as RLP.	EEF evidence shows that as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.	EYFS/ KS1 Leader	Termly at pupil progress meetings
To improve achievement for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment and improving reading related attitudes and behaviours, focusing on diminishing the differences in Y1, Y2, Y3, Y4 and Y5.	Continue with additional TA support in class to enable facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.	EEF evidence shows that employing an additional TA to support in class enables the facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.	EYFS/KS1 Leader KS2 Leader	Termly at pupil progress meetings
To improve achievement for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment and improving reading related attitudes and behaviours, focusing on diminishing the differences in Y6.	Additional TA support in Year 6 each morning to enable facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.	EEF evidence shows that employing an additional TA to support in class enables the facilitation of individual interventions by teacher, such as writing workshops, maths support, Rapid Intervention, EAL & SALT support.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.	KS2 Leader	Termly at pupil progress meetings

To reduce class size and support learning in mathematics and English in Year 6 in order to accelerate progress and raise attainment for pupils eligible for pupil premium.		EEF evidence shows that as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	Lesson observations, pupil progress meetings and data analysis will demonstrate the impact of this approach.	KS1 Leader	Termly at pupil progress meetings
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Total budgeted cost					£79,120
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment.	<p>Weekly sessions with a Speech and Language Therapist to support disadvantaged pupils whom require further support with their speech and language development</p> <p>Individualised Reading Instruction and support for reading across the school. This is a highly effective intervention delivered by a specially trained teacher to children who find reading extremely difficult and who may not make progress otherwise.</p>	EEF evidence shows that individualised instruction provides different tasks for each learner, providing support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.	Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.	SENCo	Termly as part of SEN pupil outcomes reviews & pupil progress meetings

To improve achievement in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics attainment and improving related attitudes and behaviours.	Individualised Mathematics Instruction and support for reading across the school. This is a highly effective intervention delivered by a specially trained teacher to children who find maths extremely difficult and who may not make progress otherwise.	EEF evidence shows that individualised instruction provides different tasks for each learner, providing support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.	Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.	SENCo	Termly as part of SEN pupil outcomes reviews & pupil progress meetings
To improve achievement in reading for pupils eligible for pupil premium who are falling behind their peers in reading	Inference Programme - Targeted programme of reading with children across the school including staff training !! regular reading	EEF evidence shows that teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.	Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.	SENCo	Termly as part of SEN pupil outcomes reviews & pupil progress meetings

Total budgeted cost £59009

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure good support for vulnerable pupils eligible for pupil premium including those at risk of exclusion or poor attendance.	LM support for vulnerable children Regular support for attendance, parental engagement and social and emotional aspects of learning. THRIVE training and license Weekly sessions with Art Therapist & Play Therapist to support vulnerable learners in order to	EEF evidence shows that Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	Pupils identified by inclusion team each term and progress evaluated as part of pupil progress meetings.	SENCo	Termly as part of SEN pupil outcomes reviews & pupil progress meetings

	improve attainment by improving social and emotional aspects of learning.				
To allow opportunities for pupils eligible for pupil premium to experience an enriched curriculum	Residential Trip Subsidy	Sport & arts participation is engaging in sports or arts as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association.	All pupils in receipt of Free School Meals pay 50% of cost.	SBM	
Total budgeted cost					£29511

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	Additional adult in Reception	% at a Good Level of Development – 68% (63% - Bristol)	Continue in 16-17	6,639
To improve achievement for pupils eligible for pupil premium.	Additional adults in class	In Y1 reading and maths attainment for disadvantaged pupils was higher than all pupils with all disadvantaged pupils reaching ARE in reading. In Y2 and Y4 reading, writing & maths attainment for disadvantaged pupils was better than all pupils. All of these classes had high quality teaching assistants supporting pupils. In Y3 reading, writing & maths attainment for disadvantaged pupils was lower than all pupils. There was no teaching assistant present in this class.	Pupil premium spending needs to further support Y2 in writing. This will be done by providing an additional and dedicated teaching assistant. A focus will be made on small group and 1:1 writing interventions. Pupil premium spending needs to further support Y4 in reading. This will be done by running two inference groups for vulnerable readers. In maths a group of pupils will be supported by the NC teacher to ensure accelerated progress. Continue in 16-17	48,672
To reduce class size and support learning in mathematics and English in order to accelerate progress and raise attainment for pupils eligible for pupil premium.	Extra teachers in Y6	In Y5 reading & writing attainment for disadvantaged pupils was lower than all pupils. There was no teaching assistant present in this class.	Pupil premium spending needs to further support this year group in writing & reading in Y6.	16,336
To improve outcomes in reading for targeted pupil premium pupils	1:1 reading programme	To improve achievement in reading for pupils eligible for pupil premium who are falling behind their peers in reading	Continue in 16-17	£8721

To improve the quality of teaching in English and mathematics	Leadership time	Lesson observations showed improvements in the quality of teaching in English and mathematics across the school.	Not to be continued as change in leadership roles across the school	25,522
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment and improving reading related attitudes and behaviours.	Every Child a Reader	This intervention demonstrated an average progress of 14 months in 20 weeks & 3.6 ATP progress over year. In Year 1 attainment in reading for disadvantaged pupils is better than all pupils with all disadvantaged pupils reaching ARE.	Continue in 16-17	17,661
	Inference Training	This intervention demonstrated an average progress of 12 months in 10 weeks.	Continue in 16-17	1,404
To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment.	Speech and Language Therapist	Refer to confidential impact report from therapists	Continue in 16-17	5,000
To improve achievement in reading for high ability pupils eligible for pupil premium including purchase of books to support this.	Reading enrichment group	30% of pupils eligible for pupil premium funding achieved a reading at a greater depth standard in reading.	Not to be continued but will be supported by the reading teacher next year.	1,302
To improve achievement in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics attainment and improving related attitudes and behaviours.	Every Child Counts & First Class @ Number 1&2 and Success at Arithmetic	This intervention demonstrated an average progress of +28 months over 20 weeks.	Continue in 16-17	17,661 7,710

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure good support for vulnerable pupils eligible for pupil premium at risk of exclusion or poor attendance, including THRIVE.	LM support for vulnerable children Art Therapist & Play Therapist	The pastoral care that the school invests in seeks to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Individual outcomes are usually good.	Continue in 16-17	27,705 15,200
Increase educational engagement and attainment	Subsidised music lessons	The music programme of weekly drumming, guitar, ukulele or stomp improves learning skills, fosters teamwork, increases creativity and attention and listening.	Continue in 16-17	£2490
To allow opportunities for pupils eligible for pupil premium to experience an enriched curriculum and to opportunity for the development of life skills	Residential Trip Subsidy	All pupils at the school are able to participate and experience an enriched curriculum regardless of their background.	Residential Trip Subsidy will continue in 16-17	£1700
To allow opportunities for pupils eligible for pupil premium to experience an enriched curriculum	Educational Trips	All pupils are able to participate in educational trips and they are either low cost or no cost. All educational trips are well planned and enrich the curriculum.	Continue in 16-17	£6000
Increase educational engagement and attainment through delivery of high quality engaging curriculum experiences	Resources and curriculum enrichment	The impact of visiting artists, authors, musicians and professionals ensured that all pupils were enthused and engaged.	Continue in 16-17	£4640

